



THE ACADEMY OF  
**ST NICHOLAS**

# Behaviour Policy

A Restorative Practice Academy

<b>Review Period</b>	Annually
<b>Person Responsible for Policy</b>	Headteacher
<b>Governing Committee</b>	SGB
<b>Date of Governor Approval</b>	October 2021
<b>Date for Review</b>	October 2022

# The Academy of St. Nicholas' Behaviour Policy

The Academy of St Nicholas is a Restorative Practice academy and at its core concentrates on building positive relationships within the community. The behaviour policy is centred around our Academy Vision of creating a community where everyone can 'Flourish and Thrive.' The guiding principle that underpins The Academy of St Nicholas' approach to student behaviour is that appropriate attitudes for learning are built on these positive relationships amongst all members of our school community. The quality of relationships at the academy is vital in order to create a purposeful learning culture.

Students are asked to take responsibility for their own behaviour and the choices that they make. Students are expected to manage their own behaviour and they are asked to enact our core values of: Respect, Ambition, Resilience and Compassion in all that they do. Students have a responsibility to model positive behaviour for others in the academy community and beyond. We believe the moment our students are wearing their Academy uniform they are representing our values, standards and expectations wherever they are; even in the wider community outside of school hours.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set. We use ClassCharts as the driving force to record, monitor and inform students, staff and parents of positive practice in the Academy. Restorative approaches are implemented to build relationships, used to moderate and to raise awareness of acceptable behaviours which will enable everyone to learn and thrive.

As a Christian academy each child is treated and valued as a unique individual with their own specific needs and talents. However, we believe that we should work together for the good of all in the light of Jesus Christ.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; school moves, managed move referrals and Permanent Move provision are utilised as appropriate (in accordance with Local Authority guidance).

The aim of the Academy Behaviour Policy is that learning is the forefront in all aspects of Academy life. All members of our community will be rewarded for their positive contribution to Academy life. As a community, we will thrive and flourish and that relies on every student following high standards and expectations.

- Our approach is fostered in classrooms and around the academy by promoting our ethos of a calm and purposeful environment;
- When inappropriate student behaviour is displayed, sanctions and restorative practices are used effectively.
- Staff are supported and systems are in place enabling a consistent, fair and transparent process to be applied.
- There is a proactive approach of sharing information, between staff to ensure that all are fully aware of any barriers to learning for students;
- Internal and external expertise are sought allowing for a co-ordinated approach to be initiated and a key avenue of support are identified for students and staff where necessary.

This policy should be read in conjunction with the Academy's other policies.

Refer to guidance documentation at <http://www.education.gov.uk/schools/pupilsupport/behaviour/>

## **\*Definition of Parents – DFE Advice on School Attendance**

A parent means:

- All natural parents, whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person i.e. lives with and looks after the child.

## **A. Roles, Rights and Responsibilities**

The Academy of St Nicholas is a restorative school and believes that all members of our community have a role to play in ensuring relationships are positive and Student Behaviour meets the high standards and expectations that are set. All members of our community are expected to demonstrate their **Personal Best and accept No Excuses**.

### **The Local Governing Body will:**

- establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of positive behaviour and keep it under review;
- ensure that the policy is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear;
- Governors will support the academy in maintaining high standards of behaviour of pupils and staff.

### **The Headteacher and Senior Staff will:**

- ensure the whole school community is consulted about the principles of the academy's Behaviour policy;
- work with all members of the school community to ensure high standards of behaviour at all times;
- work with all members of the school community to tackle abuse against a student (peer on peer/child on child abuse), including issues of sexual violence and harassment;
- be responsible for the communication, implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline pupils;
- expect pupils' and parents' cooperation in promoting an outstanding climate for learning;
- co-operate and agree appropriate protocols that are in the best interests of the Academy involving requirements of external bodies where appropriate including fair access panel and in year transfer allocations.
- expect pupils to respect the rights of other pupils and adults in the school;
- ensure the academy's Behaviour policy does not discriminate against any pupil on, grounds of race, disability, sexual orientation or gender assignment and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not behave himself/herself properly, the academy may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- take firm action against pupils who harass or denigrate teachers or other school staff on or off premises; engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on restorative practice;
- support, praise and, as appropriate, reward students for their positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying including cyber bullying;
- ensure staff model positive behaviour and never denigrate pupils or colleagues;
- promote positive behaviour through active development of students' social, intellectual, emotional and behavioural skills;
- keep parents/carers informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- Work with other agencies to promote community cohesion and safety.
- make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;

### **All Staff in the Academy will:**

- behave in a restorative manner in towards all members of the Academy
- be able to contribute to the development of the academy's Behaviour policy
- report abuse against a student (peer on peer/child on child abuse), including issues of sexual violence and harassment;
- ensure that teaching and learning is engaging, challenging, and meets the needs of students;
- ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;

- be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
- Challenge inappropriate/unacceptable behaviour and take ownership of the restorative process to resolve issues in the classroom
- Inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly, using appropriate reporting procedures
- have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages positive behaviour;
- support, praise and, as appropriate, reward every student's positive behaviour including using agreed school procedures regularly and consistently;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents/carers to maintain high standards of behaviour;
- ensure that lessons start and end on time;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- be an outstanding role model in the Academy;
- ensure that the concerns of students are listened to, and appropriately addressed;
- keep parents/carers informed of their child's behaviour, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- contribute ideas and recommendations to senior leadership on the effectiveness of the policy and procedures.

**Students will engage with and understand the importance of demonstrating respect, ambition, resilience and compassion and:**

- engaging with all aspects of the academy in an acceptable manner;
- being made fully aware of the academy's policy, procedure and expectations;
- taking responsibility for their own behaviour;
- monitoring their own attitude to learning through their personal Class Charts account
- following reasonable instructions by school staff, obeying school expectations and accept sanctions in an appropriate way;
- being kind to others and ensuring they do not abuse their peers in anyway, including issues of sexual violence and harassment;
- attending school, being punctual, wearing full school uniform, being organised and having the appropriate equipment (including their Student Planner) for lessons;
- having ambition and demonstrating resilience by trying their best at all times, taking pride in their work, valuing education and developing a love for learning;
- being taught in environments that are safe, conducive to learning and free from disruption;
- taking responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- showing respect, compassion, care and consideration to others;
- listening when teachers and others are talking;
- following the school's expectations and procedures;
- engaging proactively in Restorative Practice
- acting as positive ambassadors for the school when off school premises;
- accepting appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- not bring inappropriate or unlawful items to school;
- showing respect to school staff, fellow pupils, school property and the school environment;
- never harming or bullying members of our academy community;

### Parents/Carers will:

- be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of the Academy;
- be able to contribute to the development of the Academy's behaviour policy;
- ensure their child understands that it is not acceptable to abuse their peers in anyway, including issues of sexual violence and harassment;
- respect the academy's policy and the disciplinary authority of school staff;
- ensure that their child attends school (with a minimum expectation of 97%) and arrives on time;
- be kept informed about their child's progress, including issues relating to their behaviour;
- ensure that their child wears full school uniform and has the correct equipment;
- expect their child to be safe, secure and respected in school;
- contact the school if their child is absent (each day) or late;
- help ensure that their child follows all instructions by school staff and adheres to academy standards and expectations;
- engage with Restorative Practice to cultivate positive home-academy relationships
- support the academy if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- have any issue raised about their child being bullied taken seriously by the academy and investigated as part of the Academy's restorative processes;
- be prepared to attend meetings and work with the academy, if requested, to discuss and support their child's behaviour;
- adhere to the terms of Home-Academy Agreement relating to their child's behaviour.

### **B. Classroom Behaviour**

Students are required to show respect, ambition, resilience and compassion in all lessons. Staff will demonstrate good practice in order to maintain an atmosphere in which good to outstanding teaching and learning can take place. Positive student behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

As adults we adopt a restorative practice culture with a positive regard for all students and parents. We will create a positive climate with realistic expectations, giving first attention to high quality attitudes to learning. Staff are reminded that they should act as a welcoming figure but be willing to show students where the boundaries of acceptable student conduct are.

If staff display this restorative approach in both words and actions we will build our positive relationships further within the Academy.

Staff are expected to:

- greet students at each lesson
- set a **DO NOW** task
- have clear and specific **ROUTINES**
- display **CONSISTENCY** when applying the behavior policy

Students are expected to:





- Accept the **CHANCE** they are given to learn each lesson
- Make the right **CHOICES** when it comes to their learning
- Have equipment out on their desk
- Listen to others and not talk over people
- Follow guidance they are given from any member of staff
- Take responsibility of their actions and **RESOLVE** any issues that arise

## Rewards

The rewards given to students link to the core values of the academy and to the expectation that all students show enact the Academy's Core Values:



The Academy of St Nicholas' ethos of creating a community where we 'flourish and thrive' is central to the promotion of our high standards and expectations of students. Rewards are an integral facet to the Academy's culture. It is important that students are recognised when they live out the **Core Values** of the academy and they are achieving their personal best. Rewards are more effective than punishments and The Academy of St Nicholas promotes an ethos of celebrating success at every opportunity. Rewards will be recorded on Class Charts by ALL staff and operate with a clear policy of equal opportunities for all. This is the primary resource for recognising positive attitudes to learning and for staff to reward our students.


PERSONAL BEST 5 points	 RESPECT 1 point	 AMBITION 1 point	 RESILIENCE 2 points	 COMPASSION 1 point
<p>Arrives to form and lessons fully equipped &amp; on time</p> <p>Starts work immediately</p> <p>Follows all instructions</p> <p>Takes pride in their books and work</p> <p>Works to the best of their ability at all times</p> <p>Contributes to class discussion &amp; debate</p> <p>Responds to feedback to improve work – always wants to do better</p> <p>Is respectful of the teacher, others and the environment at all times</p> <p>Displays exemplary behaviour.</p>	<p>Displays good manners at all times</p> <p>Conducts themselves in a calm and sensible manner</p> <p>Helps to keep the school building clean and tidy</p> <p>Displays tolerance of others with different points of view and beliefs</p> <p>Can follow the rules of Focus inside and outside of the classroom without direction</p> <p>Believes everyone has an equal right to our care, time and attention reflected by God's love.</p>	<p>Arrives to form and lessons on time</p> <p>Completes all work with care and attention to detail</p> <p>Is committed to following their pathway in order to stretch themselves and reach their full potential</p> <p>Always strives to do better</p> <p>Learns from mistakes – can reflect when things have not gone the right way</p> <p>Sets goals and high standards for personal achievement and aspires to achieve them.</p>	<p>Attempts things even when they seem difficult</p> <p>Tries again when not successful</p> <p>Has a 'can do' attitude to learning.</p> <p>Can manage his/her behaviour in situations that are difficult</p> <p>Is eager to receive feedback from teachers to improve</p> <p>Always responds to feedback to the best of their ability and in green pen.</p>	<p>Treats all members of the school community with kindness</p> <p>Has a duty of care to him/herself and others</p> <p>Helps others when needed</p> <p>Is an ambassador for the core values of the academy.</p>




## Sanctions

Sanctions will be applied by the classroom teachers should standards and expectations fall short of what is required of our students at the academy. Students attending the sanction in the form of a detention will also provide students and staff with the opportunity to repair and rebuild the situation. At the academy, we operate a **CONSEQUENCE** sanctions system which is outlined below.


## Consequence 1

<b>C1</b> LOW LEVEL DISRUPTION VERBAL WARNING	Consequence	Action
	<ul style="list-style-type: none"> <li>• Chatting in class</li> <li>• Off task behaviour</li> <li>• Chewing</li> <li>• Lack of work</li> <li>• Equipment</li> <li>• No planner</li> <li>• Uniform infringements</li> <li>• Foul language <small>(between students not directed at staff)</small></li> <li>• Out of seat</li> <li>• Misuse of property</li> <li>• Shouting out in class</li> <li>• Arriving late <small>(with no genuine reason)</small></li> </ul>	<ul style="list-style-type: none"> <li>• A verbal warning</li> <li>• Recorded on Class Charts</li> </ul> 

## Consequence 2

<b>C2</b> LOW LEVEL DISRUPTION 2 <sup>ND</sup> VERBAL WARNING	Consequence	Action
	<ul style="list-style-type: none"> <li>• Chatting in class</li> <li>• Off task behaviour</li> <li>• Chewing</li> <li>• Lack of work</li> <li>• Equipment</li> <li>• No planner</li> <li>• Uniform infringements</li> <li>• Foul language <small>(between students not directed at staff)</small></li> <li>• Out of seat</li> <li>• Misuse of property</li> <li>• Shouting out in class</li> <li>• Arriving late <small>(with no genuine reason)</small></li> </ul>	<ul style="list-style-type: none"> <li>• A verbal warning</li> <li>• Next step is a C3</li> <li>• Recorded on Class Charts</li> </ul> 

## Consequence 3

<b>C3</b> PERSISTENT LOW LEVEL DISRUPTION 15 / 30 MIN DETENTION	Consequence	Guidance
	<ul style="list-style-type: none"> <li>• Failure to respond to a <b>C2</b></li> </ul>	<ul style="list-style-type: none"> <li>• A 15 minute detention</li> <li>• On the <b>same</b> day</li> <li>• With the class teacher</li> <li>• Recorded on Class Charts</li> </ul>  <ul style="list-style-type: none"> <li>• <b>If the student does not attend the 15 min detention, this then escalates to a 30 min HOD detention the following day.</b></li> <li>• Recorded on Class Charts.</li> <li>• Classroom teachers attend the HOD detention for a <b>repair &amp; rebuild</b> conversation.</li> </ul>

## Consequence 4

<b>C4</b> HIGH LEVEL DISRUPTION DEFIANCE 60 MIN DETENTION	Consequence	Action
	<ul style="list-style-type: none"> <li>• Failure to attend a C3 HoD sanction (detention).</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>60 min</b> detention with HOY.</li> <li>• The member of staff on-call will log the detention on Class Charts.</li> <li>• HOY will host the detention and class teachers attend to facilitate a repair &amp; rebuild with the student.</li> <li>• If a student fails to attend the <b>60 min</b> HOY detention, this will then escalate to a <b>90 minute</b> SLT detention on a <b>Friday evening</b>.</li> </ul>

## **C. Outside of Classroom Behaviour**

Students are expected to demonstrate respect, ambition, resilience and compassion around the academy at all times and show respect towards the learning of others and daily operations of the academy. All staff members are expected to calmly challenge students that are not meeting standards and expectations; give chances to make the right choices and engage in the restorative process as required.

Students must travel to and from the academy wearing the full academy uniform. When in uniform ALL students are deemed to be representing the academy. The governing body and the Headteacher expect students and parents to refrain from acting in such a way as to bring the academy into disrepute or endangering themselves and/or others. Any such conduct may lead to disciplinary action.

Whilst representing the academy, either formally or during extra-curricular activities, we expect students and staff members to be positive role models, ensuring that the academy is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the academy may be subject to appropriate sanctions and parents will be informed and expected to support the academy's decision. The Academy will always endeavor to support the resolution of any issues through restorative practice procedures.

Any students are expected to represent the academy in a positive light in the digital world. Students should conduct themselves over the internet and particularly social media in such a manner that the academy is not brought into disrepute and the well-being of staff and students is protected. Parents/Carers of students on roll at the Academy are also required to refrain from producing any negative content online in such a manner that the academy is not brought into disrepute and the well-being of staff and students is protected. The academy will respond appropriately to incidents of unacceptable behaviour or bullying online. Any such behaviour may lead to disciplinary action.

Our Academy community is clear that sexual harassment and online sexual abuse are not tolerated. Where issues are identified staff intervene early to better protect children and young people. Staff will take any such behaviours seriously and have been trained to respond with dignity and respect to any disclosures. Staff will not promise confidentiality as the concern may need to be shared further.

### **How students should report any concerns**

Students should raise their concern to any appropriate adult that they are comfortable with. This may be their life tutor, head of year, director of key stage, chaplain, safeguarding team, senior member of staff. Staff will respond in the ways outlined above.

### **How incidents link to the Academy's behaviour policy**

Incidents will be logged in the first instance through our behaviour management system, ClassCharts and, where appropriate, CPOMs. Through close monitoring by pastoral staff and Safeguarding staff, the Academy will be able to identify trends and patterns and sanction accordingly.

### **Creating a positive and healthy culture**

The Curriculum for Life programme offers a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'. The CfL curriculum covers these topics as part of half term 3's 'Relationships and Society' theme. As part of our CfL provision we to use 'drop down' theme days to fully explore and supplement these vital areas so that students are fully educated about the harmful effects of peer to peer abuse.

In general, students are required to take responsibility for their own actions and will be made consistently aware of the academy's standards and expectations. Students have a responsibility to behave appropriately at all times as they are members of the Academy of St Nicholas and we always think of others when considering our own actions.



## **D. Detentions & Further Sanctions**

Our approach within the academy is supplemented from the outset with a clear Chance and Choice environment. All students are expected to take responsibility for their actions through taking their CHANCE to learn in the classroom and making the right CHOICE to learn. Our Language around the Academy is about promoting responsibility, understanding how we feel in particular situations and being able to communicate that with our peers.

The daily message we promote to all members of the academy community is that **“it’s your responsibility”** and particularly in ensuring that where behaviour is not to the minimum standards and expectations it is addressed through the detention system to support behavioural change.

**NB** – where applicable the Academy will expect students to stay after the school day for a maximum up to one hour. There is no legal requirement for the Academy to notify Parents or Carers but in cases of one hour staff will endeavor to notify relevant parties. Parents/Carers can track this information through the **Class Charts App**

<b>C3 Detention</b>	<b>Classroom Teacher</b> Failure to respond to a C1 or C2. <b>15 minutes</b> This detention will take place with the teacher that issued the detention on the <b>SAME DAY</b> .
<b>C4 Detention</b>	<b>Head of Department</b> Failure to attend a C3 detention. <b>30 minutes</b> This detention will take place the <b>DAY AFTER</b> , supported by the Head of Department
<b>Head of Year</b> This detention <b>60 minutes</b> will take place with the Head of Year on a <b>Wednesday</b> and a <b>Friday</b> for students that fail to attend their C4 detention.	
<b>SLT</b> This detention will take place with SLT on a Friday for <b>90 minutes</b> .	

**Student Support Centre** provision is utilised where students are not meeting the standards and expectations in the Academy, have been involved in incidents having a detrimental effect on the learning of others or need support in a smaller environment to address the responsibility of their actions. Education is received away from the main body of the school. The Academy will endeavor to inform Parents/Carers if students are to be allocated room for improvement for more than one day.

A referral to this facility can only be made by a member of SLT or Director (KS3) / Director (KS4)

**Individual Behaviour Plans** are utilised if a student is continually not meeting the standards and expectations of the Academy. The plans are drawn up to monitor the student across three target areas where the Academy expects to see improvement. Targets and timeframes for the report should be agreed with all parties. Targets are reviewed by teaching staff throughout the day to provide an evidence base to judge behaviour improvements.

**Pastoral Support Plans** are utilised if a student is continually not meeting the standards and expectations of the Academy and has failed to show improvements on an IBP. The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16 week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion.

**Fixed Term Exclusions** may be put in place for serious incident or where there is a series of incidents in which the learning of others is impacted upon negatively. Where it is clear students are not engaging with the behaviour policy, the Academy will work with students and families to seek appropriate intervention.

In addition, where appropriate, we may refer students to alternative provision at appropriate organisations. Students may be permanently excluded (see Exclusion Policy) due to a serious breach or persistent breaches of the Student Behaviour Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in the academy. Examples of a serious breach/persistent breaches might include:-

- Persistent disruptive behaviour in class and around the academy;
- Having illegal substances/solvents on Academy premises;
- Assault on a member of staff (physical/verbal);
- Assault on a fellow student (physical/verbal);
- Possession of an offensive weapon which is defined as a tool made or adapted for the purpose of causing injury, mental or physical, to another person.

Students who persistently behave in such a way that they are not demonstrating the core values may be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. The Academy will offer support for the student and their family if necessary in order to provide the best opportunity for progress to be made. Learning support services within the Academy are recognised widely as high quality and provision is sought with external agencies for learning needs, mental health and behavioural support

In accordance with DfE guidance, the academy will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students.

**Mobile Phone Code of Conduct.** The Academy wishes for all students to be learning in school and free from the distraction of mobile phones (and social media) and for this reason, whilst students are in school, phones must be switched off and placed in a school bag.

If a student is seen with a mobile phone out of their school bag the procedure below will be followed:

**Stage 1:** Your son/daughter's mobile phone will be confiscated and held in a secure place on reception until the end of the school day

**Stage 2:** Further confiscation of your son/daughter's mobile phone will result in a phone call home requesting that a parent/carer collect the mobile phone from the relevant Head of Year.

**Stage 3:** If there are further reports of your son/daughter using a mobile phone on site will result in a meeting with a member of the Senior Leadership Team and your son/daughter could receive a fixed term exclusion.

Serious misuse of a mobile phone may lead to the confiscation of the mobile phone, communication with parents and the imposition of other sanctions, up to and including exclusion from school. In some instances an offence may have to be reported to the Police. If a pupil commits an act which causes serious harassment, alarm or distress to another pupil or member of staff the ultimate sanction may be permanent exclusion. School will consider the impact on the victim of the act in deciding the sanction.

The Academy will consider any of the following unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken (this is not an exhaustive list):

- Photographing or filming staff or other pupils during the school day and on organised school events
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or pupils by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or hand over the phone at the request of a member of staff\*
- Using the mobile phone outside school hours to intimidate or upset staff and pupils will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

\*Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of staff, usually a member of the senior leadership team.